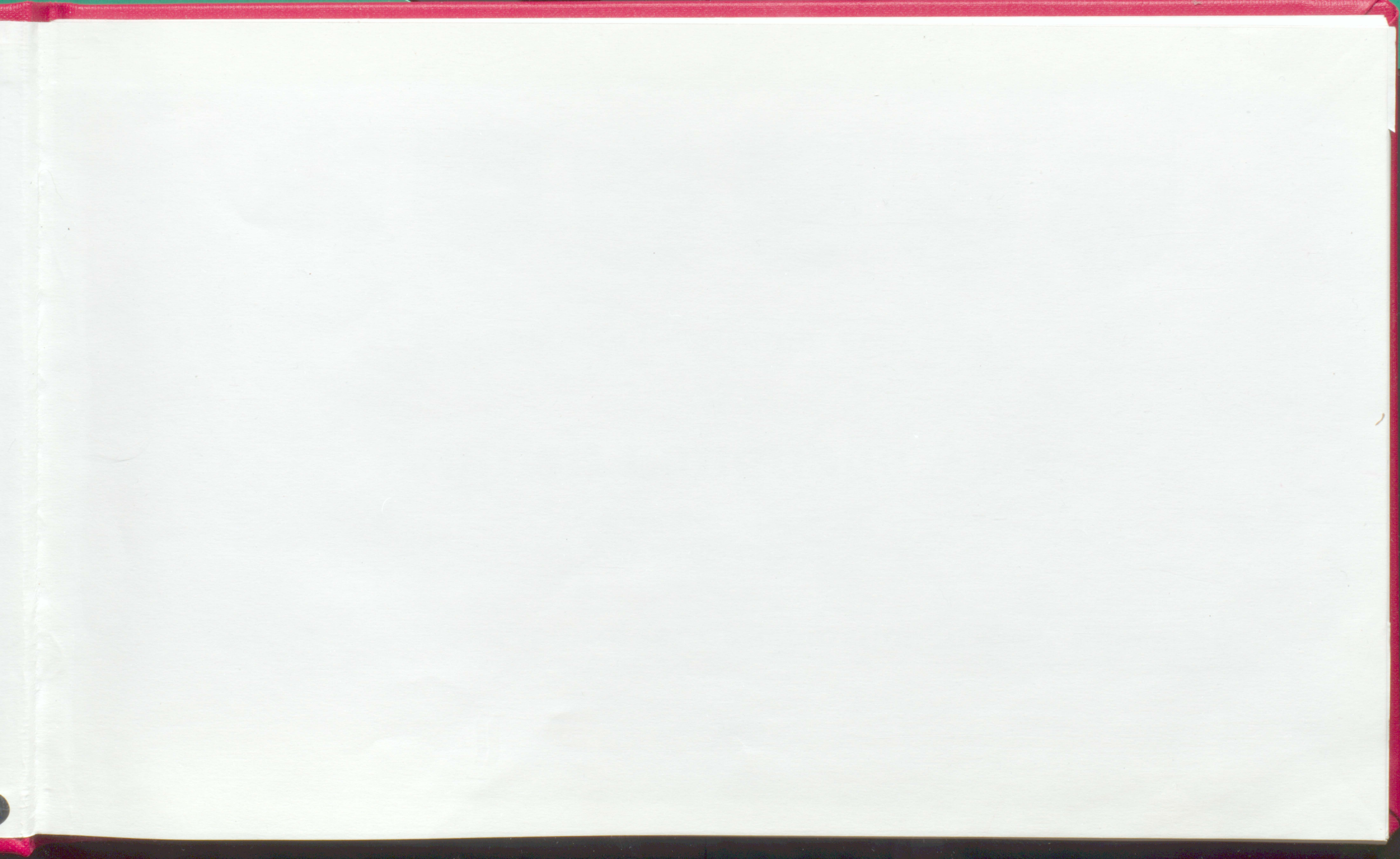


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The Common Curriculum Framework

for

English Language Arts

Kindergarten to Grade 12

(Grades 10 – 12 Draft)

Western Canadian Protocol for Collaboration in Basic Education

June 1996

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The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12
(Grades 10-12 Draft)

Western Canadian Protocol for Collaboration in Basic Education

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Contents

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Contents

Acknowledgements	iii
Background	vii
Introduction	1
The Importance of Language	1
The Nature of Language	1
Language Acquisition and Development	1
Language Learning: A Shared Responsibility	1
Thinking and Learning through Language	2
The English Language Arts	2
Listening and Speaking	2
Reading and Writing	3
Viewing and Representing	3
Organization of the ELA Curriculum Framework	4
The Conceptual Framework	5
Guide to Reading the ELA Curriculum Framework	6
English Language Arts Outcomes	7
General Outcome 1	
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences	8
1.1 Discover and Explore	10
1.2 Clarify and Extend	14

General Outcome 2

Students will listen, speak, read, write, view, and represent to
comprehend and respond personally and critically to literary and
media texts

2.1 Use Strategies and Cues	20
2.2 Respond to Texts	24
2.3 Understand Forms and Techniques	28

General Outcome 3

Students will listen, speak, read, write, view, and represent to
manage ideas and information

3.1 Plan and Focus	34
3.2 Select and Process	38
3.3 Organize, Record, and Assess	42

General Outcome 4

Students will listen, speak, read, write, view, and represent to
enhance the clarity and artistry of communication

4.1 Generate and Focus	48
4.2 Enhance and Improve	52
4.3 Attend to Conventions	56
4.4 Present and Share	60

General Outcome 5

Students will listen, speak, read, write, view, and represent to
celebrate and to build community

5.1 Develop and Celebrate Community	66
5.2 Encourage, Support, and Work with Others	70

References

75

Introduction

The Importance of Language

The Nature of Language

Language is the basis of all communication and the primary instrument of thought. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to society.

Language Acquisition and Development

Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world.

In their early years, children develop language informally. Long before they understand explicit language rules and conventions, children reproduce the language they hear, and use language to construct and to convey new meaning in unique ways. Later, language learning occurs in specific contexts for specific purposes such as learning about a specific subject, participating in the community, and pursuing work and leisure activities.

Language development is continuous and recursive. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences enable students to leave school with a desire to continue to extend their knowledge, skills, and interests.

Language Learning: A Shared Responsibility

Responsibility for language learning is shared by students, parents, teachers, and the community. Students require ongoing opportunities to use language in its many forms. These opportunities are first provided in the home and extended as children move into the larger community. Schools provide environments where students develop language functions and skills to achieve personal, social, and academic goals.

Language development is the responsibility of all teachers. Subject area teachers teach the specialized language and texts of each subject. English language arts teachers have a special role, however, because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing, and responding to a variety of texts and situations.

Thinking and Learning through Language

Thinking, learning, and language are interrelated. From Kindergarten to Grade 12, students use language to make sense of and bring order to their world. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences, and beliefs. They make connections, anticipate possibilities, reflect upon ideas, and determine courses of action.

Language enables students to play an active role in various communities of learners within and beyond the classroom. As students speak, write, and represent, they also listen to, read, and view the ideas and experiences of others. Thinking and learning through language occur when students reflect, speculate, create, analyze, and synthesize.

In addition, language enables students to develop metacognition; that is, it enables them to reflect on and control their own thinking and learning processes. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully and to talk and write about themselves as learners.

The English Language Arts

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

Students become confident and competent users of all six language arts through many opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts. All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information, and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, and beliefs.

Listening and speaking enable students to explore ideas and concepts as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems, and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Oral texts are used in a wide range of contexts, casual and formal, immediate and distant. These texts are often communicated through electronic media and technology. Speakers and listeners use oral texts for a variety of purposes, ranging from functional to aesthetic. They create and respond to a variety of aesthetic texts, obtain and communicate information, and build relationships with others.

Reading and Writing

Written language is a powerful means of communicating and learning. Reading and writing enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views, and experiences of others. By using effective reading strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts. Writing enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using effective writing strategies, they discover and refine ideas and compose and revise with increasing confidence and skill.

Written texts, those generated by students and others, serve a variety of purposes, ranging from informational to aesthetic. Students read literary and informational texts for pleasure and knowledge. They write texts to communicate ideas clearly, artistically, and with integrity. They come to appreciate the ways in which literary language affects imagination and conveys the human experience. Students write a variety of texts to make sense of and convey information, to express their own and others' experiences, and to provide enjoyment for themselves and others. Both as writers and readers, students need to experience a wide range of texts and use them for a variety of purposes.

Viewing and Representing

Visual language is an integral part of contemporary life. Viewing and representing allow students to understand the ways in which images and language may be used to convey ideas, values, and beliefs.

Representing enables students to communicate their ideas through a variety of media including charts, posters, diagrams, photographs, video presentations, visual art, drama, and mime. Viewing enables them to acquire information and to appreciate the ideas and experiences of others.

Organization of the ELA Curriculum Framework

Visual texts, like their auditory and print counterparts, have a variety of purposes and audiences and occur in a wide range of contexts. They are often communicated through technology. Students need opportunities to create and respond to a range of visual texts. They need to recognize, analyze, and respond to ways in which media texts construct reality and influence their perceptions of themselves and others.

Five general student learning outcomes serve as the foundation for the ELA Curriculum Framework. General learning outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

Students will listen, speak, read, write, view, and represent to:



explore thoughts, ideas, feelings, and experiences



comprehend and respond personally and critically to literary and media texts



manage ideas and information



enhance the clarity and artistry of communication

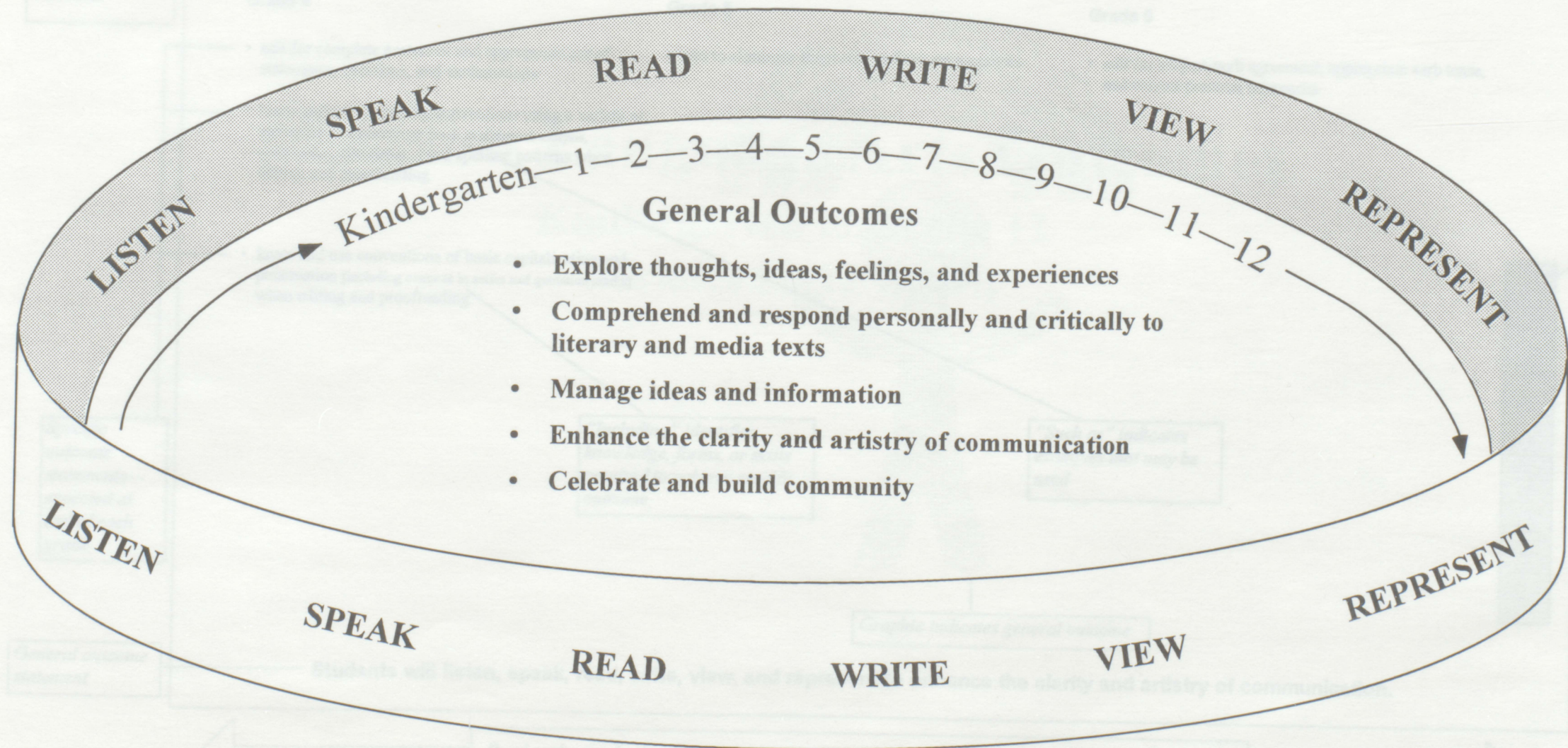


celebrate and to build community

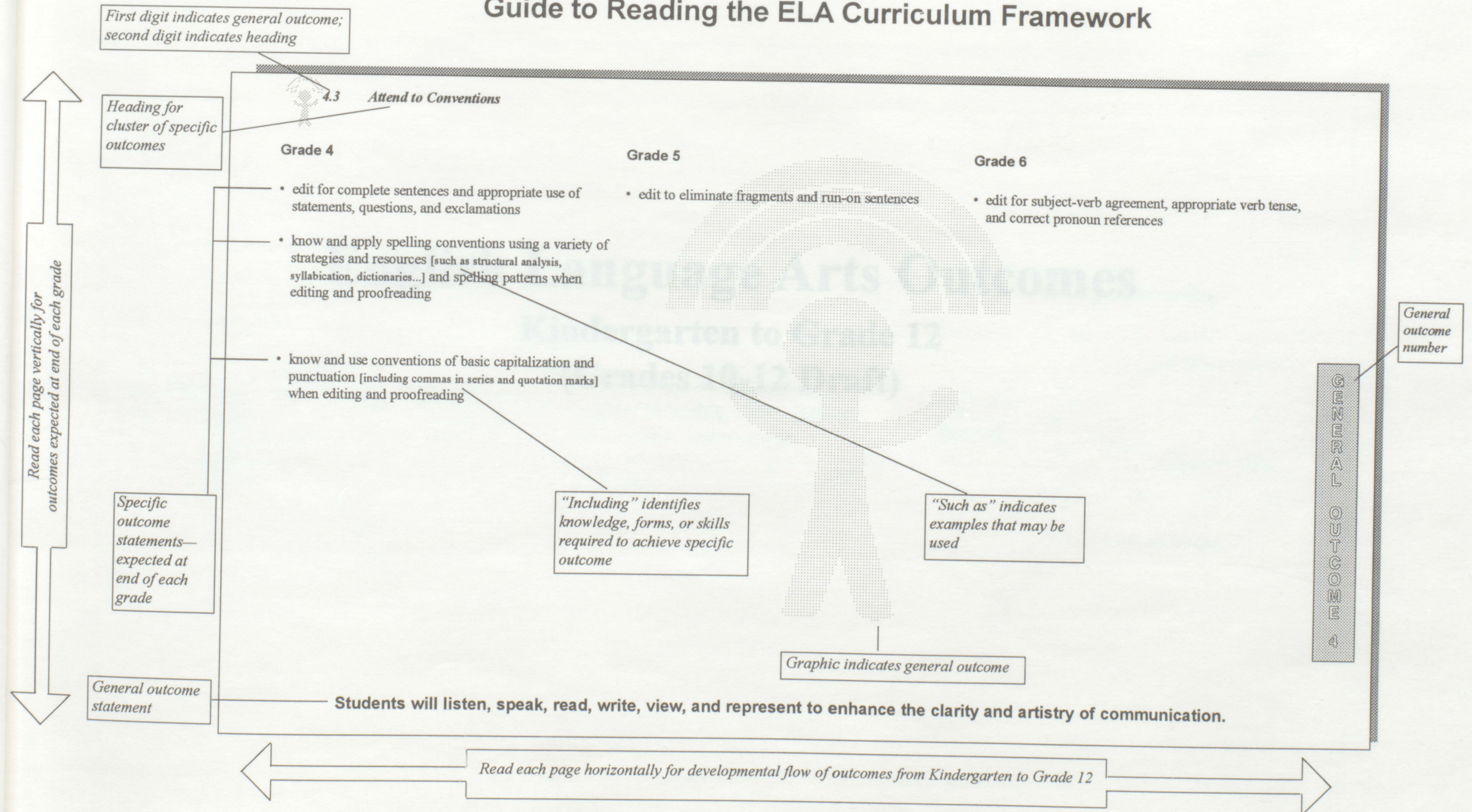
Each general learning outcome includes specific learning outcomes that students are to achieve by the end of each grade. Specific learning outcomes are categorized under headings within each of the five general outcomes. The specific outcomes state the knowledge, skills, and attitudes that students are expected to demonstrate at the end of each grade. They are relevant for all students in a variety of learning environments and are cumulative across the grades. Students are expected to demonstrate the specific learning outcomes for their current grade while building on and maintaining their ability to demonstrate the specific learning outcomes for previous grades.

The Conceptual Framework

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.



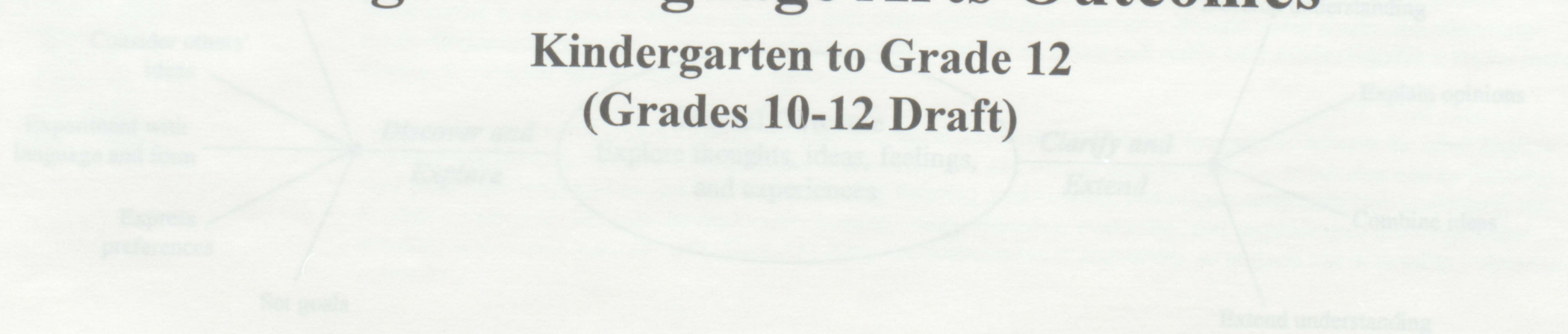
Guide to Reading the ELA Curriculum Framework

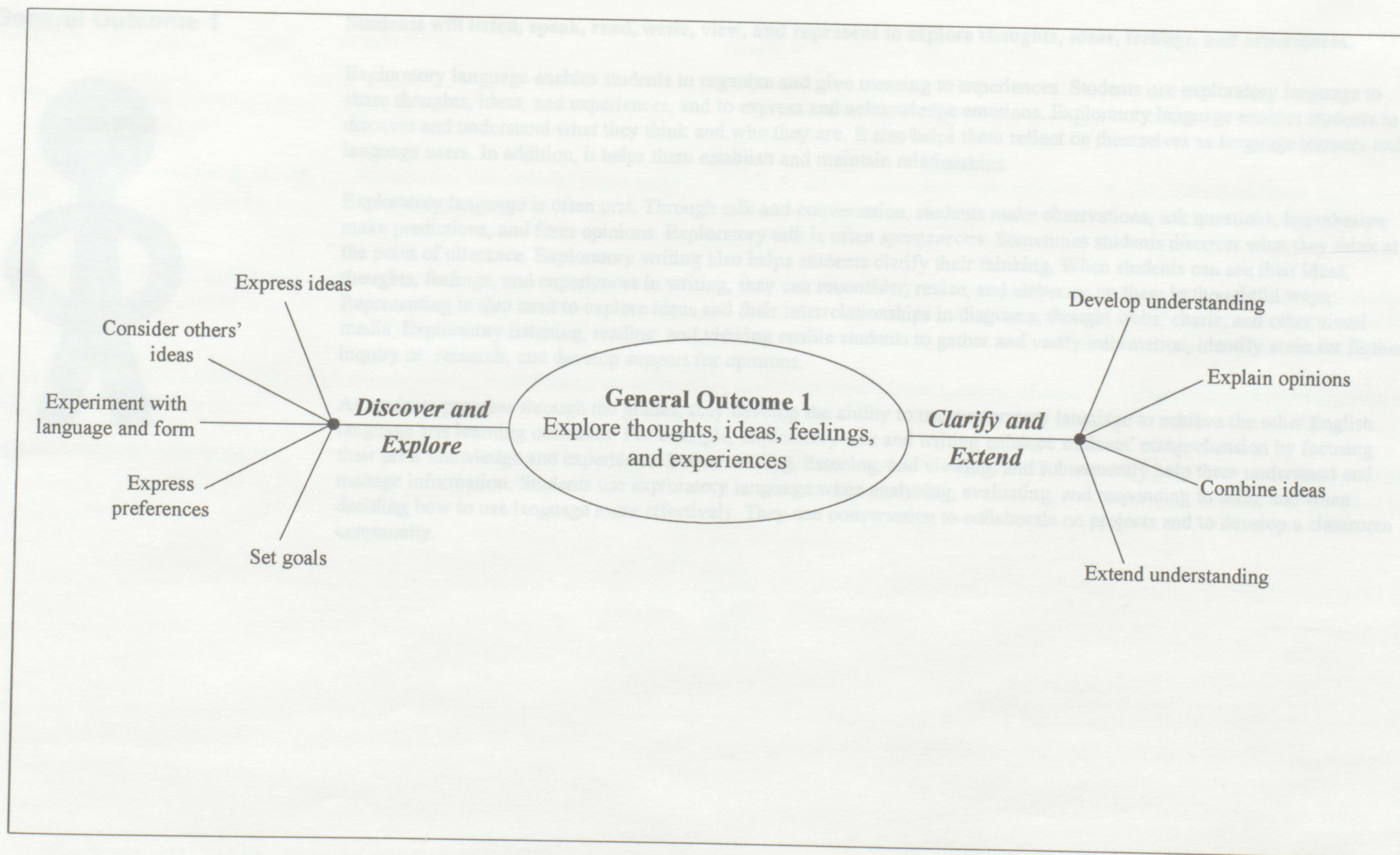


English Language Arts Outcomes

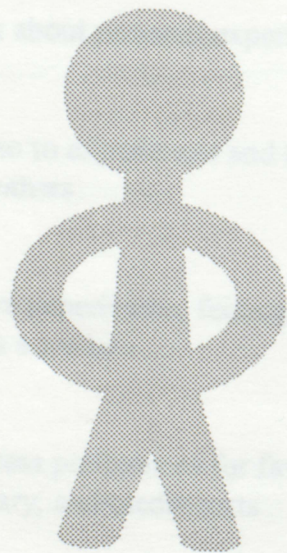
Kindergarten to Grade 12

(Grades 10-12 Draft)





General Outcome 1



Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Exploratory language enables students to organize and give meaning to experiences. Students use exploratory language to share thoughts, ideas, and experiences, and to express and acknowledge emotions. Exploratory language enables students to discover and understand what they think and who they are. It also helps them reflect on themselves as language learners and language users. In addition, it helps them establish and maintain relationships.

Exploratory language is often oral. Through talk and conversation, students make observations, ask questions, hypothesize, make predictions, and form opinions. Exploratory talk is often spontaneous. Sometimes students discover what they think at the point of utterance. Exploratory writing also helps students clarify their thinking. When students can see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Representing is also used to explore ideas and their interrelationships in diagrams, thought webs, charts, and other visual media. Exploratory listening, reading, and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions.

As students progress through the grades, they develop the ability to use exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance students' comprehension by focusing their prior knowledge and experiences before reading, listening, and viewing, and subsequently help them understand and manage information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



1.1 Discover and Explore

Kindergarten

- talk about personal experiences
- listen to experiences and feelings shared by others
- share experiences, feelings, and thoughts with a scribe
- express preferences for favourite oral, literary, and media texts
- talk about reading and writing stories

Grade 1

- talk about personal experiences and familiar events
- listen to and acknowledge experiences and feelings shared by others
- use a variety of forms to express and explore familiar events, ideas, and information
- explain why an oral, literary, or media text is a personal favourite
- choose to read and write with and for others

Grade 2

- make and talk about personal observations
- ask for others' ideas and observations to help discover and explore personal understanding
- use a variety of forms to organize and give meaning to familiar experiences, ideas, and information
- express preferences for a variety of oral, literary, and media texts
- develop a sense of self as reader, writer, and illustrator

Grade 3

- describe personal observations, experiences, and feelings
- consider others' ideas and observations to discover and explore personal understanding
- experiment with language to express feelings, and talk about memorable experiences and events
- collect and share favourite oral, literary, and media texts
- discuss areas of personal accomplishment in language learning and use

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



1.1 Discover and Explore

Grade 4

- describe and reflect upon personal observations and experiences to reach tentative conclusions
- explore connections between a variety of insights, ideas, and responses
- explore a variety of forms of expression for particular personal purposes
- collect and explain preferences for particular forms of oral, literary, and media texts
- identify areas of personal accomplishment and areas for enhancement in language learning and use

Grade 5

- use personal experiences as a basis for exploring and expressing opinions and understanding
- seek others' viewpoints to build on personal responses and understanding
- recognize and use favourite forms of self-expression
- review personal collection of favourite oral, literary, and media texts and share responses to preferred forms
- set personal goals to enhance language learning and use

Grade 6

- engage in exploratory communication to share personal responses and discover own interpretations
- select from others' ideas and observations to develop thinking and understanding
- experiment with new forms of self-expression
- assess personal collection of favourite oral, literary, and media texts and discuss preferences for particular forms
- assess personal language use and revise personal goals to enhance language learning and use

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



1.1 Discover and Explore

Grade 7

- use exploratory language to discuss and record a variety of opinions and conclusions
- compare own and others' insights and viewpoints
- expand self-expression in oral, written, and visual forms
- explore oral, literary, and media texts recommended by peers
- use appropriate terminology to discuss developing abilities in personal language learning and use

Grade 8

- explore diverse ideas to develop conclusions, opinions, and understanding
- integrate new understanding with previous viewpoints and interpretations
- experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms
- pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers
- self-monitor growth in language learning and use, using predetermined criteria

Grade 9

- question and reflect on personal responses and interpretations; apply personal viewpoints to diverse situations or circumstances
- acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints
- use memorable language effectively and experiment with different personas for dynamic self-expression
- discuss with peers preferences for texts and genres by particular writers, artists, storytellers, and filmmakers
- reflect on attainment of personal goals for effective language learning and use

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Grade 10

- recognize the value of exploratory language in discovering and expanding understanding and viewpoints
- seek information to add to current understanding
- expand forms of self-expression to include comparative analysis
- explore a variety of texts and genres by particular writers, artists, storytellers, and filmmakers outside areas of personal preferences
- demonstrate confidence in personal language learning and use in a variety of formal and informal contexts

Grade 11

- summarize and speculate on ideas, observations, and opinions of self and others
- formulate personal understanding and interpretations
- synthesize, in personally significant ways, ideas formulated in comparative analysis
- explain the value of pursuing personal preferences for a variety of texts and genres by particular writers, artists, storytellers, and filmmakers
- demonstrate self-direction, self-appraisal, and open-mindedness in language learning and use

Grade 12

- speculate on and hypothesize about ideas, observations, and opinions
- debate and discuss personal understanding and interpretations
- assess synthesis of ideas and determine the need for further exploration
- use experiences with a variety of texts and genres by particular writers, artists, storytellers, and filmmakers for enjoyment and satisfaction
- demonstrate self-direction, self-appraisal, and open-mindedness in language learning and use; recognize self as a lifelong learner

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

Kindergarten

- recognize connections between new experiences and prior knowledge
- explore new experiences and ideas
- group ideas and information to make sense
- wonder about new ideas and observations

Grade 1

- connect new experiences and information with prior knowledge
- describe new experiences and ideas
- group and sort ideas and information to make sense
- ask questions to make sense of experiences

Grade 2

- connect new information, ideas, and experiences with prior knowledge and experiences
- explain new experiences and understanding
- arrange ideas and information to make sense
- demonstrate curiosity about ideas and observations to make sense of experiences

Grade 3

- examine how new experiences, ideas, and information connect to prior knowledge and experiences
- explain understanding of new concepts
- arrange ideas and information in more than one way to make sense for self and others
- ask questions to clarify information and develop new understanding

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

Grade 4

- connect new information and experiences with prior knowledge to construct meaning in different contexts
- express new concepts and understanding in own words and explain their importance
- experiment with arranging ideas and information in a variety of ways to clarify understanding
- reflect on ideas and experiences to clarify and extend understanding

Grade 5

- use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
- explain the importance of linking personal perceptions and ideas to new concepts
- organize ideas and information in ways that clarify and shape understanding
- appraise ideas for clarity and ask extending questions

Grade 6

- reflect on prior knowledge and experiences to arrive at new understanding
- explain personal viewpoints in clear and meaningful ways and revise previous understanding
- search for ways to reorganize ideas and information to extend understanding
- appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.2 Clarify and Extend

Grade 7

- recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding
- summarize and represent personal viewpoints in clear and meaningful ways
- identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding
- ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding

Grade 8

- discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding
- articulate, represent, and explain personal viewpoints clearly
- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
- reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity

Grade 9

- reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
- review and refine personal viewpoints through reflection, feedback, and self-assessment
- structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world
- consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Grade 10

- analyze connections between new and prior knowledge and ideas to clarify understanding for self and others
- reflect on changing personal viewpoints and anticipate possible consequences
- develop a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking
- ask discriminating questions and experiment to interpret, evaluate, and reflect on ideas and information; construct hypotheses to explain ambiguities observable in the world

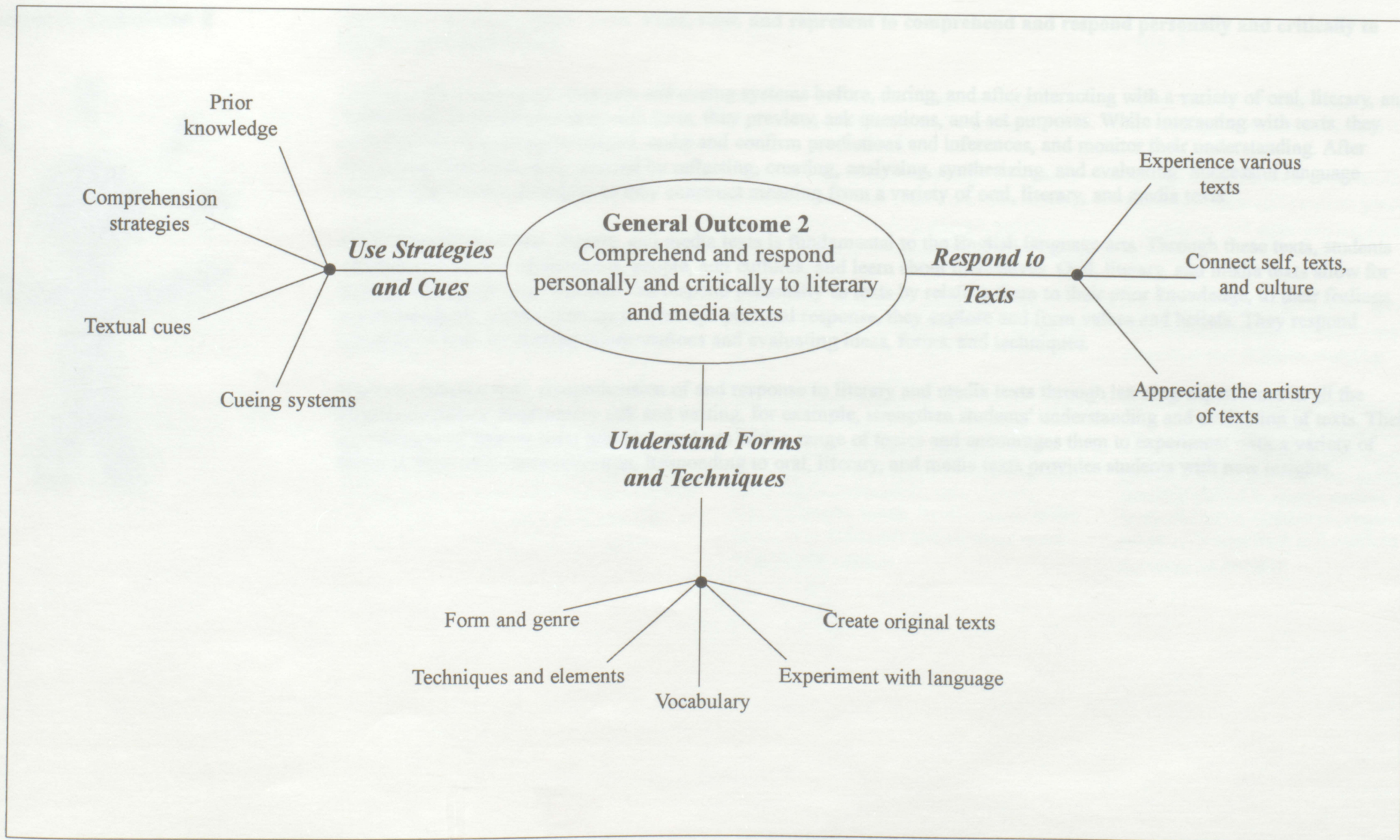
Grade 11

- analyze and synthesize connections between new and prior knowledge, ideas, and experiences to clarify and shape understanding
- reflect critically on changing viewpoints and identify questions and ideas that merit further thought or reflection
- categorize thinking to identify personal bias and extend perspectives
- explore divergent viewpoints for relevance and validity; show willingness to live with ambiguity and its consequences

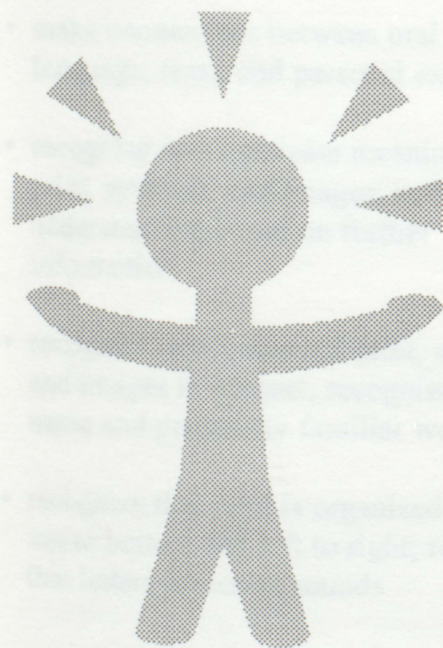
Grade 12

- explain how new knowledge, ideas, experiences, and viewpoints have reshaped ideas, knowledge, and beliefs
- evaluate, explain, and document evolving viewpoints
- categorize thinking to reflect revised understanding and connections between new and prior knowledge
- examine and interpret alternative perspectives; arrive at and articulate new understanding; transform personal understanding and develop a clear voice in communication

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



General Outcome 2



Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

Students use a variety of strategies and cueing systems before, during, and after interacting with a variety of oral, literary, and media texts. Before interacting with texts, they preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas being presented, make and confirm predictions and inferences, and monitor their understanding. After interacting with texts, they respond by reflecting, creating, analyzing, synthesizing, and evaluating. Successful language learners adapt these strategies as they construct meaning from a variety of oral, literary, and media texts.

Making meaning of oral, literary, and media texts is fundamental to the English language arts. Through these texts, students experience a variety of situations, people, and cultures, and learn about themselves. Oral, literary, and media texts allow for multiple interpretations. Students can respond personally to texts by relating them to their prior knowledge, to their feelings and experiences, and to other texts. Through personal response, they explore and form values and beliefs. They respond critically to texts by making interpretations and evaluating ideas, forms, and techniques.

Students enhance their comprehension of and response to literary and media texts through learning experiences in all the general outcomes. Exploratory talk and writing, for example, strengthen students' understanding and evaluation of texts. Their appreciation of literary texts provides students with a range of topics and encourages them to experiment with a variety of forms in their own communication. Responding to oral, literary, and media texts provides students with new insights.



2.1 Use Strategies and Cues

Kindergarten

- make connections between oral language, texts, and personal experiences
- recognize and anticipate meaning from print, symbols, and images; revise understanding based on further information
- recognize environmental print, symbols, and images in context; recognize own name and personally familiar words
- recognize that print is organized from top to bottom and left to right; recognize that letters represent sounds

Grade 1

- make connections between texts, prior knowledge, and personal experiences
- ask questions to anticipate meaning and use a variety of strategies [such as rereading, reading on...] to confirm understanding
- use textual cues [such as pictures, patterns, rhymes...] to construct and confirm meaning
- use syntactic, semantic, and graphophonic cues [such as differentiating between letters and words, basic sight words, sound-letter relationships to identify initial and final consonants, letter clusters...] to construct and confirm meaning; use picture dictionaries to determine word meaning in context

Grade 2

- make connections between texts, prior knowledge, and personal experiences
- explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies [such as rereading for story sense...]
- use textual cues [such as story patterns, titles...] to construct and confirm meaning
- use syntactic, semantic, and graphophonic cues [such as word order, punctuation, capitalization, intonation, and phrasing; sound-symbol relationships to identify initial and final consonants, letter clusters, blends, digraphs, vowels, familiar and unfamiliar words...] to construct and confirm word meaning in context

Grade 3

- make connections between texts, prior knowledge, and personal experiences
- set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning
- use textual cues [such as titles, covers, headings, illustrations, paragraphs as units of meaning...] to construct and confirm meaning
- use syntactic, semantic, and graphophonic cues [such as word order and punctuation—period, question mark, exclamation mark, apostrophe, and quotation marks; high-frequency sight words; structural analysis to identify prefixes, suffixes, compound words, contractions, singular and plural words...] to construct and confirm word meaning in context

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.



2.1 Use Strategies and Cues

Grade 4

- make and record connections between personal experiences, prior knowledge, and a variety of texts
- confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading
- use textual cues [such as headings and subheadings, story elements, key ideas in exposition...] to construct and confirm meaning
- use syntactic, semantic, and graphophonic cueing systems [such as word order; context clues; structural analysis to identify roots, prefixes, suffixes, contractions, compound words, singular and plural words...] to construct and confirm meaning; use a junior dictionary to determine word meaning in context

Grade 5

- describe and build upon connections between previous experiences, prior knowledge, and a variety of texts
- use a variety of comprehension strategies [such as setting a purpose, asking questions, inferring, confirming or rejecting predictions and conclusions...]; confirm understanding and self-correct when necessary
- use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning
- use syntactic, semantic, and graphophonic cueing systems [such as word order; context clues; structural analysis to identify roots, prefixes, suffixes...] to construct and confirm meaning; use a dictionary to determine word meaning in context

Grade 6

- seek connections between previous experiences, prior knowledge, and a variety of texts
- use comprehension strategies [such as asking questions, making notes, adjusting reading rate...] appropriate to the type of text and purpose [such as summarizing, outlining, remembering ideas, responding personally ...]
- use textual cues [such as organizational structures of narrative and expository texts, headings, glossaries...] to construct and confirm meaning
- use syntactic, semantic, and graphophonic cueing systems [such as word order; context clues and multiple meanings of words; structural analysis to identify roots, prefixes, suffixes...] to construct and confirm meaning; use a dictionary to determine word meaning in context

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.



2.1 Use Strategies and Cues

Grade 7

- explain connections between previous experiences, prior knowledge, and a variety of texts
- use comprehension strategies [such as reflecting on and assessing meaning, skimming, scanning, close reading, identifying and relating in own words the main and supporting ideas...] appropriate to the type of text and purpose; use a variety of strategies [such as concept mapping, mental rehearsal...] to remember ideas
- use textual cues [such as organizational features of narrative and expository texts, points of view, themes, conclusions...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, and graphophonic cueing systems [such as word order, context clues and multiple meanings of words; structural analysis to identify roots, prefixes, suffixes...] to construct and confirm meaning and interpret texts [including meaning of specialized vocabulary]

Grade 8

- make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts
- use a variety of comprehension strategies [such as adjusting reading rate, summarizing main ideas, SQ3R, structured overviews, checking with peers...] to make sense of familiar and unfamiliar texts and remember ideas
- use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, and graphophonic cueing systems [such as word order, sentence structure; context clues; structural analysis to identify foreign roots, prefixes, suffixes...] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

Grade 9

- analyze and explain connections between previous experiences, prior knowledge, and a variety of texts
- use comprehension strategies [such as recognizing main ideas and significant supporting details, paraphrasing ideas...] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages
- use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts
- use syntactic, semantic, and graphophonic cueing systems [such as context clues; structural analysis to identify foreign roots, prefixes, suffixes...] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

Grade 10

- analyze and explain connections between diverse experiences, prior knowledge, and a variety of texts
- apply and adjust strategies [such as setting a purpose, envisioning, reflecting, evaluating, paraphrasing and summarizing ideas, differentiating main plots from sub-plots...] for comprehending a variety of texts; determine the accuracy of interpretations when paraphrasing and summarizing ideas
- use textual cues [such as the structures of prose, poetry, plays, and media texts...], prominent organizational patterns [such as logic, comparison and contrast, problem and solution...] within texts, and stylistic techniques [such as flashbacks, foreshadowing...] to confirm meaning and interpret texts
- use appropriate syntactic, semantic, and graphophonic cueing systems [such as context clues; structural analysis to identify foreign roots, prefixes, suffixes...] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

Grade 11

- synthesize connections between diverse experiences, prior knowledge, and a variety of texts, and identify personal perspectives
- apply and adjust strategies [such as outlining, summarizing, generalizing, drawing conclusions based on textual evidence...] for comprehending a variety of texts; use a personal repertoire of strategies to monitor interpretations
- use textual cues, prominent organizational patterns within texts, and stylistic techniques [such as irony, parody, satire...] to construct and confirm meaning and interpret texts
- use and apply syntactic, semantic, and graphophonic cueing systems [such as context clues; structural analysis to identify foreign roots, prefixes, suffixes; etymology...] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

Grade 12

- synthesize diverse experiences, prior knowledge, and a variety of texts to construct and justify a perspective
- know, apply, and adjust strategies for comprehending a variety of texts; self-monitor for quality and accuracy of understanding and adjust interpretations accordingly
- use textual cues, prominent organizational patterns within texts, and stylistic techniques [such as stream of consciousness, indirect characterization...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, and graphophonic cueing systems [such as context clues; structural analysis to identify foreign roots, prefixes, suffixes; etymology...] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.



2.2 Respond to Texts

Kindergarten

- participate in shared listening, reading, and viewing experiences using texts from a variety of genres [such as picture books, fairy tales, rhymes, stories, photographs, illustrations, video programs...] and cultural traditions
- share personal experiences and family traditions related to oral, literary, and media texts; talk about and represent the actions of people in texts
- share feelings evoked by oral, literary, and media texts

Grade 1

- participate in shared listening, reading, and viewing experiences using texts from a variety of genres [such as poems, books with recurring language patterns, cartoons...] and cultural traditions
- share personal experiences and family traditions related to oral, literary, and media texts; identify choices that people make in texts
- share feelings and moods evoked by oral, literary, and media texts

Grade 2

- choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of genres [such as legends, video programs, fables, riddles...] and cultural traditions
- discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts
- identify and express the feelings of people in oral, literary, and media texts

Grade 3

- choose a variety of literary and media texts for shared and independent listening, reading, and viewing experiences using texts from a variety of genres [such as non-fiction, chapter books, novels, short stories...] and cultural traditions
- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts
- identify words that form mental images and create mood in oral, literary, and media texts

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

**Grade 4**

- experience texts from a variety of genres [such as personal narratives, plays, adventure stories, mysteries...] and cultural traditions; share responses
- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts
- identify mood evoked by oral, literary, and media texts

Grade 5

- experience texts from a variety of genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts
- compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts
- identify descriptive and figurative language in oral, literary, and media texts

Grade 6

- seek opportunities to experience texts from a variety of genres [such as autobiographies, travelogues, comics...] and cultural traditions; share responses
- discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts
- identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and actions

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.



Grade 7

- experience texts from a variety of genres [such as journals, nature programs, letters, fantasy...] and cultural traditions; discuss likes and dislikes
- compare own with others' understanding of people, cultural traditions, and values portrayed in oral, literary, and media texts
- identify language and visual images that create mood and evoke emotion in oral, literary, and media texts

Grade 8

- experience texts from a variety of genres [such as magazine articles, diaries, drama, advertisements...] and cultural traditions; compare own interests to those of others
- discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts
- identify and describe techniques used to create mood in oral, literary, and media texts

Grade 9

- experience texts from a variety of genres [such as essays, broadcast advertisements, romances, westerns...] and cultural traditions; explain various interpretations of the same text
- examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts
- discuss how word choice and supporting details in oral, literary, and media texts [including drama and oral presentations] affect purpose and audience

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

Grade 10

- experience texts from a variety of genres [such as docudramas, human interest stories, forums, musicals, science fiction...] and cultural traditions; revise interpretations following discussion and review
- compare the portrayals of people, events, and perspectives of Canadian and international writers, artists, storytellers, and filmmakers
- examine how word choice in oral, literary, and media texts alters and enhances mood or meaning and affects audience

Grade 11

- experience texts from a variety of genres [such as comedy, tragedy, contemporary and classical drama...] and cultural traditions; consider alternative interpretations
- compare the themes and values portrayed in a variety of Canadian and international oral, literary, and media texts and relate observations to personal experiences
- analyze how word choice and visual images in oral, literary, and media texts convey and evoke emotion and accomplish a variety of purposes

Grade 12

- experience a range of texts from a variety of genres [such as documentaries, epics, debates...] and cultural traditions; enhance personal interpretations and evaluations
- analyze how writers, artists, storytellers, and filmmakers portray and shape experiences, complexities, and tensions within Canadian society and culture
- analyze oral, literary, and media texts to determine how word choice, images, sound, and non-verbal cues create a composite meaning and effect

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

Kindergarten

Grade 1

Grade 2

Grade 3

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> • distinguish between what is realistic and imaginary in oral, literary, and media texts • develop a sense of story through listening, reading, and viewing experiences • demonstrate curiosity about and experiment with letters, sounds, words, and word patterns • appreciate the sounds and rhythms of language [such as nursery rhymes, personal songs...] • create original texts [such as dramatic play, pictures, chants, story boards...] to communicate and demonstrate understanding of forms and techniques | <ul style="list-style-type: none"> • recognize different forms of oral, literary, and media texts [such as poetry, plays, storytelling by elders, video programs, cartoons...] • relate or represent the beginning, middle, and end of oral, literary, and media texts • experiment with parts of words, word combinations, and word patterns [such as compound words, refrains, choruses...] • appreciate repetition, rhyme, and rhythm in shared language experiences [such as action songs, word play...] • create original texts [such as paintings and drawings, dramatizations, oral stories...] to communicate and demonstrate understanding of forms and techniques | <ul style="list-style-type: none"> • recognize that information and ideas can be expressed in a variety of forms [such as poetry, articles, stories, songs, films...] • identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts • use knowledge of commonalities in word families to increase vocabulary in a variety of contexts • demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations • create original texts [such as oral or written stories, pictures, dramatizations...] to communicate and demonstrate understanding of forms and techniques | <ul style="list-style-type: none"> • recognize the distinguishing features of a variety of forms [such as stories, poetry, plays, drum dances, news reports...] • identify the sequence of events in oral, literary, and media texts, the time and place in which they occur, and the roles of main characters • apply knowledge of word patterns [such as root words, prefixes, suffixes...] in a variety of contexts • identify examples of repeated sound and poetic effects that contribute to enjoyment; respond to humour in oral, literary, and media texts • create original texts [such as puppet plays, dramatizations, tableaux, visual art, personal narratives...] to communicate and demonstrate understanding of forms and techniques |
|---|--|---|---|

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Grade 4

- distinguish similarities and differences among various forms of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports...]
- explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people's behaviours
- expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people...]
- recognize how words and word combinations [such as word play, repetition, rhyme...] influence or convey meaning; identify ways in which exaggeration is used to convey humour
- create original texts [such as murals, scripts for short plays, descriptive stories, charts...] to communicate and demonstrate understanding of forms and techniques

Grade 5

- understand and use a variety of forms of oral, literary, and media texts [such as poetry, articles, news reports, documentaries...]
- identify key elements [including plot, setting, and characterization] and techniques [such as colour, music, speed...] in oral, literary, and media texts, and explore their impact
- identify how and why word structures and meaning change, and use accurate word meaning according to context
- experiment with words and sentence patterns to create word pictures; identify figures of speech [such as personification...] and ways in which they convey meaning
- create original texts [such as journals, posters combining print and art, dioramas, travelogues...] to communicate and demonstrate understanding of forms and techniques

Grade 6

- recognize key characteristics of various genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints...]
- identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects
- experiment with ambiguity in language [such as puns, jokes based on multiple meanings, poetry...]
- alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes [such as humour...]; explain ways in which figures of speech [such as similes, metaphors...] clarify and enhance meaning
- create original texts [such as short stories, news broadcasts, poems, video presentations, readers' theatre...] to communicate and demonstrate understanding of forms and techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Grade 7

- explain preferences for particular genres of oral, literary, and media texts
- examine techniques of plot development [such as narrative hooks, conflict, resolution, surprise endings...] and of persuasion [such as testimonials, emotional appeals, bandwagon effects...] in oral, literary, and media texts
- recognize uses and abuses of slang, colloquialism, and jargon
- identify surprising and playful uses of language in oral, literary, and media texts; explain ways in which figures of speech convey meaning
- create original texts [such as cartoon sequences, dialogues, short stories, letters, video presentations...] to communicate and demonstrate understanding of forms and techniques

Grade 8

- demonstrate appreciation for the appropriate use of various genres according to purpose, audience, and content
- identify a variety of techniques [such as characterization, word choice, framing, angle...] used to create particular effects or to portray various cultures in oral, literary, and media texts
- explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language
- identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts
- create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques

Grade 9

- explain preferences for particular genres of oral, literary, and media texts
- examine the use of a variety of techniques [such as establishing setting, character portrayal, stereotyping...] to portray gender, cultures, and socio-economic groups in oral, literary, and media texts
- appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
- examine creative uses of language in popular culture [such as advertisements, magazines...]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style
- create original texts [such as readers' theatre, video scripts, debates, editorials, audiotapes with voice and music, advertisements...] to communicate and demonstrate understanding of forms and techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.

Grade 10

- describe various genres of oral, literary, and media texts and identify their strengths and limitations
- describe how plot, character, and setting contribute to an overall theme, and recognize the effectiveness of oral, verbal, and visual techniques
- recognize the unique role of adolescents in creating shifts in word usage
- analyze ways in which creative uses of language influence thought, emotion, and meaning; identify how symbols are used to represent abstract ideas
- create original texts [such as editorials, record covers, displays, photographs, slide or tape presentations...] to communicate and demonstrate understanding of forms and techniques

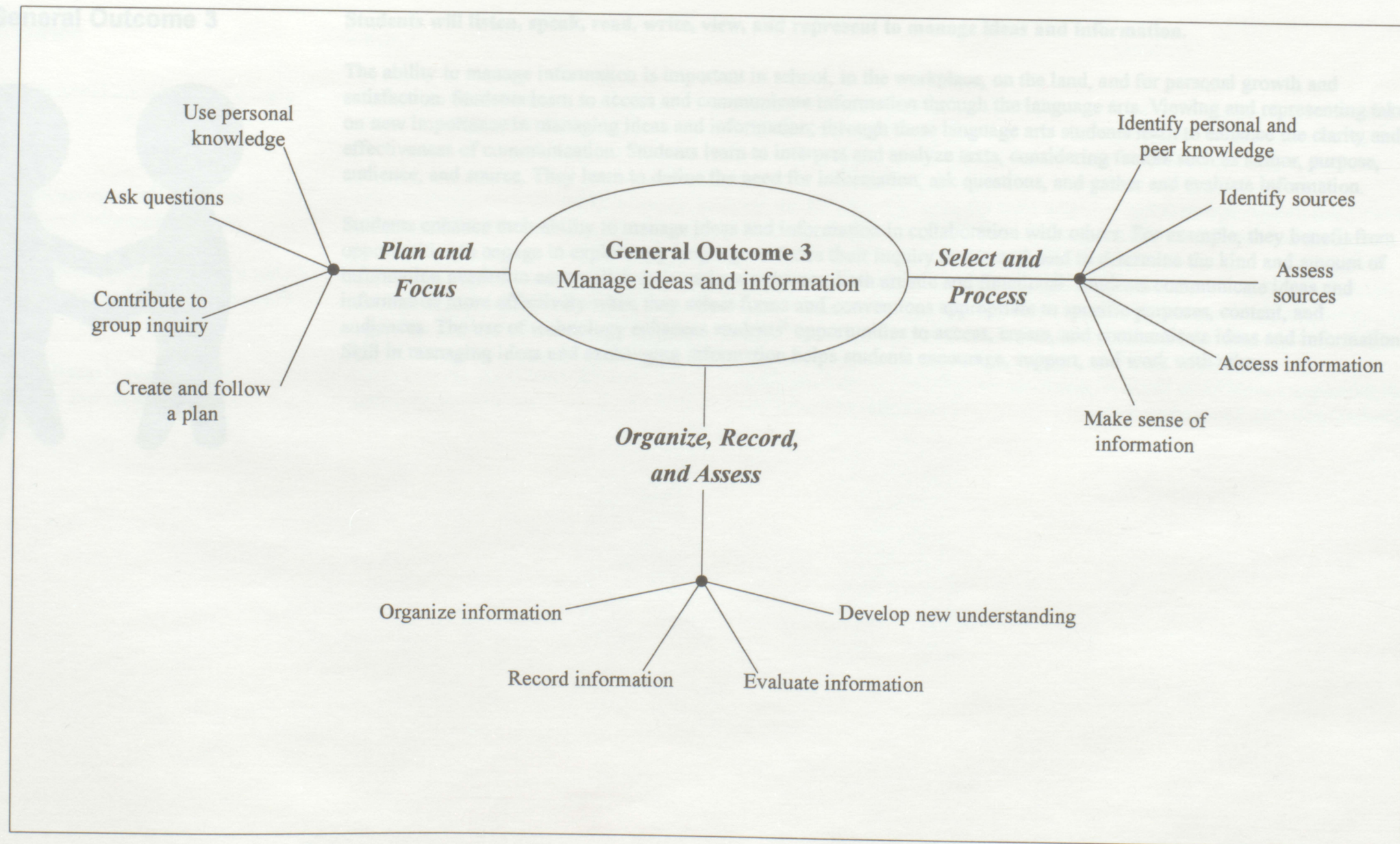
Grade 11

- recognize unique characteristics of a variety of genres in oral, literary, and media texts, and demonstrate appreciation of how choice of genre and form affect audience response
- analyze how plot, character, setting, and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary, and media texts
- recognize the use of archaic language and how word usage evolves over time
- evaluate ways in which creative uses of language [such as choice of words, use of idiom and dialect, use of punctuation...] develop a personal style; evaluate the effectiveness of media techniques and devices [such as fades, close-ups, flashbacks...]
- create original texts [such as biographies, audio or video documentaries, critiques, films, photo-essays...] to communicate and demonstrate understanding of forms and techniques

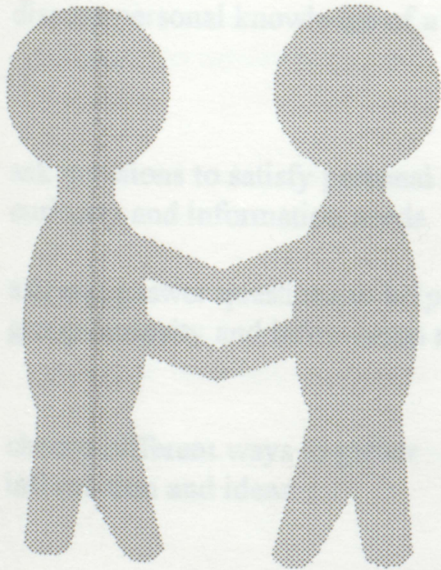
Grade 12

- evaluate how the choice of genre interacts with content to create effects
- evaluate how elements and techniques [such as form, source, historical context, social assumptions, voice...] are combined to achieve the artist's purpose and desired effect
- recognize the derivation of specialized and technical language and the role of culture and invention in word creation and usage [such as computer terminology—interface, mainframe, laptop...]
- compare how writers, artists, storytellers, and filmmakers use language to create a personal style and voice; evaluate the effectiveness of figurative language and techniques [such as satire, parody, irony...]; interpret symbolism and imagery in texts
- create original texts [such as multimedia presentations, artistic representations, personal compositions...] to communicate and demonstrate understanding of forms and techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to literary and media texts.



General Outcome 3



Students will listen, speak, read, write, view, and represent to manage ideas and information.

The ability to manage information is important in school, in the workplace, on the land, and for personal growth and satisfaction. Students learn to access and communicate information through the language arts. Viewing and representing take on new importance in managing ideas and information; through these language arts students learn to enhance the clarity and effectiveness of communication. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. They learn to define the need for information, ask questions, and gather and evaluate information.

Students enhance their ability to manage ideas and information in collaboration with others. For example, they benefit from opportunities to engage in exploratory language to focus their inquiry or research and to determine the kind and amount of information needed to accomplish their various purposes, both artistic and functional. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. The use of technology enhances students' opportunities to access, create, and communicate ideas and information. Skill in managing ideas and exchanging information helps students encourage, support, and work with others.



3.1 Plan and Focus

Kindergarten

- discuss personal knowledge of a topic
- ask questions to satisfy personal curiosity and information needs
- ask and answer questions to help satisfy group curiosity and information needs
- choose different ways to gather information and ideas

Grade 1

- discuss personal knowledge of a topic to discover information needs
- ask questions to satisfy personal curiosity on a topic and discuss information needs
- ask and answer questions to help satisfy group curiosity and information needs on a specific topic
- listen actively and follow directions for gathering information

Grade 2

- record personal knowledge of a topic to identify information needs
- ask questions to understand a topic and identify information needs
- contribute relevant information and questions to assist in group understanding of a topic or task
- recall and follow directions for accessing and gathering information

Grade 3

- use self-questioning to determine personal knowledge of a topic and identify information needs
- ask topic-appropriate questions to identify information needs
- contribute knowledge of a topic in group discussion to help determine information needs
- recall and follow a sequential plan for accessing and gathering information

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.1 Plan and Focus

Grade 4

- categorize personal knowledge of a topic to determine information needs
- ask general and specific questions on topics using predetermined categories
- identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research
- select and use a plan for gathering information

Grade 5

- summarize personal knowledge of a topic in categories to determine information needs
- formulate general and specific questions to identify information needs
- share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research
- gather and record information and ideas using a plan

Grade 6

- summarize and focus personal knowledge of a topic to determine information needs
- formulate relevant questions to focus information needs
- contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research
- create and follow a plan to collect and record information within a pre-established time frame

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.1 Plan and Focus

Grade 7

- examine personal knowledge of and experiences related to a topic to determine information needs
- formulate a variety of relevant questions on a topic to establish a purpose for seeking information
- contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes
- prepare and use a plan to access information and ideas from a variety of sources [such as teachers, peers, print and non-print materials, electronic sources...]

Grade 8

- determine personal knowledge of a topic to generate possible areas of inquiry or research
- formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information
- contribute ideas, knowledge, and strategies to help identify group information needs and sources
- prepare and use a plan to access, gather, and record in own words relevant information

Grade 9

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
- develop focused questions to establish a purpose for reading, listening, and viewing information sources
- generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic
- prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

Students will listen, speak, read, write, view, and represent to manage ideas and information.

Grade 10

- use personal and others' expertise on a topic to determine inquiry or research focus
- develop focused inquiry or research questions to anticipate personal and audience needs on a topic
- collaborate to identify group knowledge base and determine inquiry or research topic parameters and focus
- prepare, use, and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods [such as electronic searches, paraphrasing, quoting, summarizing, note making, webbing...]

Grade 11

- reflect on own and others' expertise and information to identify topic interests, depth of knowledge, and information needs for inquiry or research
- formulate and adjust inquiry or research questions to focus a topic and purpose
- brainstorm topic ideas, questions, categories, and subcategories with group to identify knowledge base and inquiry or research focus
- prepare, use, and revise an inquiry or research plan; locate, access, and record relevant information from a variety of sources [such as newspapers, books, Internet, newscasts, video presentations...]

Grade 12

- reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge, and inquiry or research objectives
- develop focused inquiry or research questions independently and refine them through discussion
- collaborate to determine own and others' knowledge base, and explore possible inquiry or research topics and focuses
- prepare, use, and revise an inquiry or research plan; access, evaluate, and select relevant information independently from a wide variety of sources [such as databases, university and college catalogues, labour-market analyses, career information, technical manuals...]

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.2 Select and Process

Kindergarten

- identify self and others as sources of information
- seek information from others [such as people at school, at home, in the community...]
- compare gathered ideas and information to personal knowledge
- use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information
- ask questions and use prior knowledge to make sense of information

Grade 1

- identify and share personal knowledge related to experiences
- answer questions using oral, visual, and print information sources [such as picture and concept books, people, excursions, camps...]
- recognize when information answers the questions asked
- understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning
- make and check predictions using prior knowledge and oral, visual, and written text features [such as illustrations, titles, opening shots in video programs, electronic texts...] to understand information

Grade 2

- participate in group talk to generate information on a topic and to identify sources of additional information
- access information using a variety of sources [such as simple chapter books, multimedia resources, computers, elders...]
- match information to inquiry or research needs
- use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning
- make connections between prior knowledge, ideas, information, and oral, visual, and written text features [such as table of contents, key words, captions...]

Grade 3

- record and share personal knowledge of a topic
- answer inquiry and research questions using a variety of information sources [such as children's magazines, plays, folktales, personal songs, storytelling, the land...]
- review information to determine its usefulness to inquiry or research needs
- use knowledge of visual and auditory cues and organizational devices [such as titles, pictures, headings, labels, diagrams, library files, dictionary guide words...] to locate and gather information and ideas
- determine main ideas in information using prior knowledge, predictions, connections, and inferences

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.2 Select and Process

Grade 4

- record, select, and share personal knowledge of a topic to focus inquiry or research
- answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts...]
- assess the usefulness of information for inquiry or research needs using pre-established criteria
- use a variety of tools [such as indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, dictionaries...] to access information and ideas; use visual and auditory cues to identify important information
- determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues

Grade 5

- record personal knowledge of a topic and collaborate to generate information for inquiry or research
- answer inquiry or research questions using a variety of information sources [such as newspapers, series by the same writer, scripts, diaries, elders, interviews, trips, oral traditions...]
- determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria
- use a variety of tools [such as chapter headings, encyclopedia guide words...] to access information and ideas; use visual and auditory cues [such as graphics, voice-overs, scene changes, body language, background music...] to identify key ideas
- recognize organizational patterns of oral, visual, and written text [such as main ideas and supporting details, explanation, comparison and contrast, cause and effect, sequence...]; skim, scan, and listen for key words and phrases

Grade 6

- recall, record, and organize personal and peer knowledge of a topic for inquiry or research
- answer inquiry and research questions using a variety of information sources [such as bulletin boards, art, music, skilled community people, CD-ROMs, Internet...]
- recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria
- use a variety of tools [such as bibliographies, thesauri, technology...] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information
- use organizational patterns of oral, visual, and written text [such as main ideas and supporting details, explanation, comparison and contrast, cause and effect, sequence...] to construct meaning; skim, scan, and read closely to gather information

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.2 *Select and Process*

Grade 7

- select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research
- extend inquiry and research questions using a variety of information sources [such as adults, peers, advertisements, adolescent magazines, lyrics...]
- use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions
- expand and use a repertoire of skills [including visual and auditory] to access information and ideas from a variety of sources [such as formal interviews and surveys, almanacs, documentaries, broadcasts...]
- determine literal and implied meaning of oral, visual, and written texts using a variety of strategies and cues [such as headings, subheadings, topic sentences, summaries, camera angle, staging and pacing, screening out irrelevant information...]

Grade 8

- access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research
- distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]
- develop and use criteria for evaluating information sources for a particular inquiry or research plan
- recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [such as subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, sound effects...]
- construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text

Grade 9

- access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research
- obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, radio and television transcripts, charts, tables, graphs, diagrams...]
- evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan
- expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [such as on-line catalogues, periodical indices, broadcast guides, film libraries, electronic databases...]
- identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts

Students will listen, speak, read, write, view, and represent to manage ideas and information.

Grade 10

- access, record, and appraise personal expertise on an inquiry or research topic; initiate inquiry or research using pre-established criteria
- identify a range of diverse and specialized information sources [such as magazines, documentaries, hobby or sports materials, multimedia resources...] to satisfy inquiry or research needs
- evaluate the reliability and credibility of a variety of information sources and perspectives for a particular inquiry or research plan
- refine and adapt information retrieval skills; select appropriate skills and/or tools to accomplish a task
- identify and analyze a variety of factors [such as distinctions between fact, emotion, and opinion; distinctions between content and its presentation—colour, angle, movement, framing, and sequencing; the speaker's or author's purpose and intention...] that affect meaning; use effective listening, reading, and viewing techniques

Grade 11

- identify and evaluate the relevance of personal knowledge, experiences, and perspectives related to an inquiry or research topic; focus inquiry or research according to pre-established organization of a project
- identify a range of diverse primary and secondary information sources and perspectives [such as field studies, surveys, periodicals, technical manuals, literary reviews...] on an inquiry or research topic
- identify personal biases in evaluating information sources and perspectives
- use a combination of information retrieval knowledge and skills for particular topics and purposes
- identify and analyze a variety of factors [such as the speaker's or writer's attitude, tone, and bias; basic persuasive techniques such as generalizations, flattery, and appeals to happiness, success, fear, or prejudice...] that affect meaning; skim and scan for required information; use effective listening, reading, and viewing techniques [such as mentally reviewing the major points of an oral presentation...]

Grade 12

- identify personal knowledge of a topic and design projects to generate additional knowledge and ideas
- identify a range of diverse forms of information sources [such as essays, primary and secondary research, documentaries, speeches...] to satisfy information needs and personal viewpoint
- evaluate potential information sources for breadth, depth, reliability, validity, and accessibility
- use information retrieval knowledge and skills to access and make sense of complex materials; create personalized strategies to accomplish a task based on time available and depth of topic
- identify and analyze a variety of factors [such as fallacies in argument—hasty generalizations or false analogies; emotional and rational appeals; distinctions between fact, opinion, propaganda, bias, and point of view; errors in logic; omissions] that affect meaning; listen, read, and view actively for speakers' and writers' themes, main ideas, and supporting details

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.3 Organize, Record, and Assess

Kindergarten

- categorize objects and pictures according to visual similarities and differences
- represent and share information and ideas; compose with a scribe
- indicate whether or not information is useful for answering questions
- share learning and information-gathering experiences

Grade 1

- identify and categorize information according to similarities, differences, and sequences
- represent and tell key facts and ideas in own words
- recognize and use gathered information as a basis for communication
- recall, talk about, and record information-gathering experiences

Grade 2

- categorize related information and ideas using a variety of strategies [such as linking significant details, sequencing events in a logical order...]
- record key facts and ideas in own words; identify titles and writers of sources
- examine gathered information to decide what information to share or omit
- ask questions [such as "What did I do that worked well?"...] to reflect on inquiry or research experiences

Grade 3

- organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing...]
- record facts and ideas using a variety of strategies [such as outlining, webbing, charting...]; list authors and titles of sources
- determine whether collected information is sufficient or inadequate for established purpose
- determine information needs during the inquiry or research process; assess inquiry or research experiences and skills

Students will listen, speak, read, write, view, and represent to manage ideas and information.

**Grade 4**

- organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model...]
- make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically
- examine collected information to identify categories or aspects of a topic that need more information
- use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content

Grade 5

- organize information and ideas into categories [such as what, who, where, why, when, how...] using a variety of strategies [such as webbing, using graphic organizers, sequencing...]
- record information in own words; cite authors and titles alphabetically and provide publication dates of sources
- recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose
- assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

Grade 6

- organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...]
- make notes on a topic, combining information from more than one source; reference sources appropriately
- evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information
- relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills

Students will listen, speak, read, write, view, and represent to manage ideas and information.

**Grade 7**

- organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose
- make notes using headings and subheadings or graphic organizers appropriate to a topic; reference sources
- assess the appropriateness of the amount and quality of information collected; recognize and address information gaps for particular forms, audiences, and purposes
- organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process

Grade 8

- organize information and ideas in order of priority according to topic and task requirements
- make notes in point form, summarizing major ideas and supporting details; reference sources
- set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes
- incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information

Grade 9

- organize information and ideas by developing and selecting appropriate categories and organizational structures
- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources
- distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes
- reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.3 Organize, Record, and Assess

Grade 10

- organize and reorganize the same information and ideas in a variety of forms [such as graphs, notes, diagrams] for different purposes
- record information and ideas using a variety of organizational structures appropriate to purpose, reference sources
- evaluate collected information for completeness, accuracy, currency, relevance, and effectiveness; address information gaps for particular forms, audiences and purposes
- integrate new information with prior knowledge; anticipate implications of inquiry or research

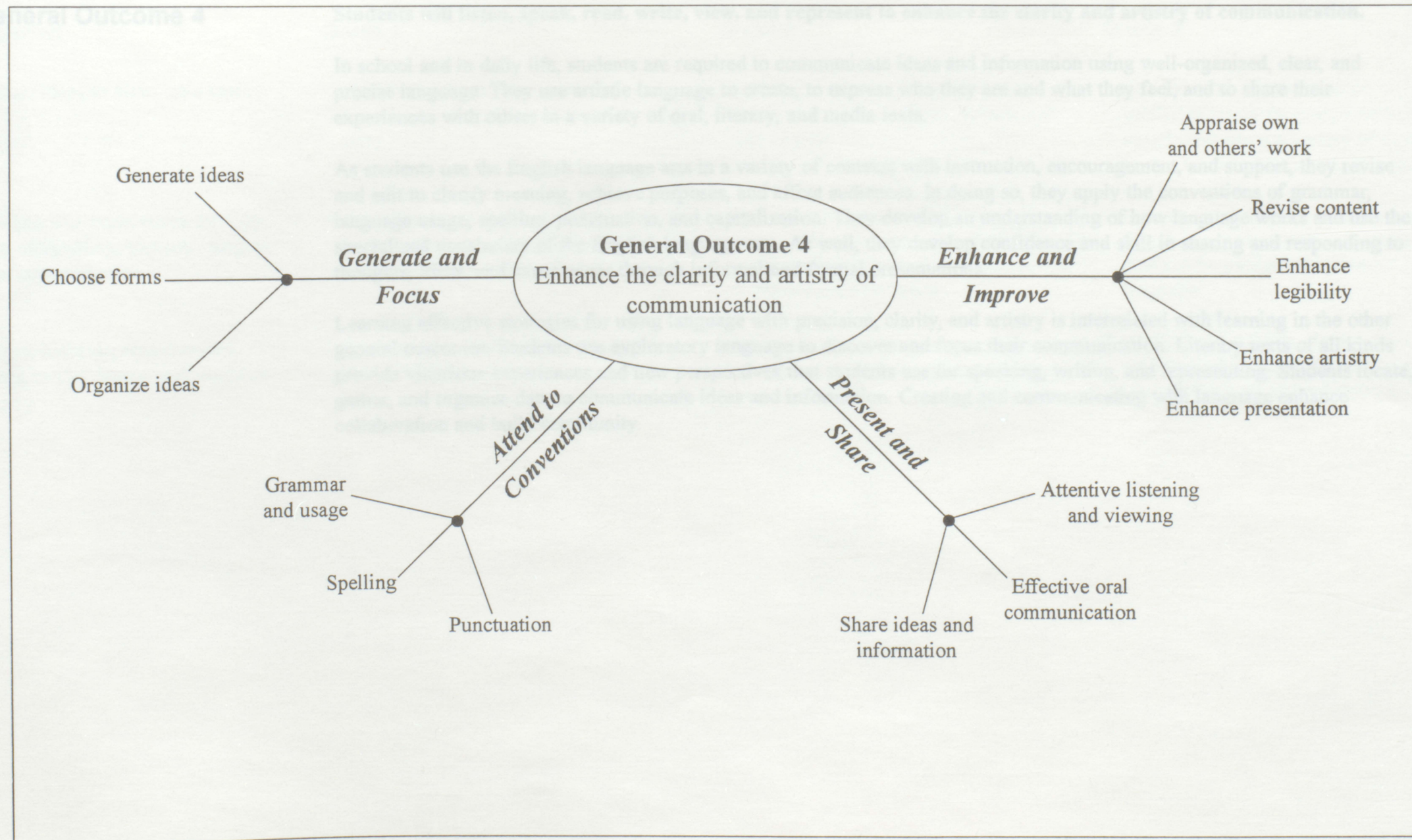
Grade 11

- develop flexibility and independence in organizing information and ideas using a variety of strategies
- record and summarize facts, information, and perspectives from a variety of sources in coherent and unified notes; reference sources
- evaluate collected information for completeness, accuracy, currency, relevance, balance of perspectives, and interpretation for particular forms, audiences and purposes
- analyze the validity and value of new ideas for enriching self and others; synthesize a variety of perspectives; consider alternative methods of reaching inquiry or research goals

Grade 12

- organize information and ideas according to purpose, form of presentation, and final product
- record and synthesize information and perspectives from a variety of sources and presentation forms in coherent and unified notes; reference sources
- evaluate collected information for completeness, accuracy, currency, relevance, effectiveness, balance of perspectives, errors in logic, and omissions for particular forms, audiences, and purposes
- evaluate the contribution of new information to personal knowledge base and synthesize personal understanding; self-assess inquiry, research, authoring, and presentation skills

Students will listen, speak, read, write, view, and represent to manage ideas and information.



General Outcome 4

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

In school and in daily life, students are required to communicate ideas and information using well-organized, clear, and precise language. They use artistic language to create, to express who they are and what they feel, and to share their experiences with others in a variety of oral, literary, and media texts.

As students use the English language arts in a variety of contexts with instruction, encouragement, and support, they revise and edit to clarify meaning, achieve purposes, and affect audiences. In doing so, they apply the conventions of grammar, language usage, spelling, punctuation, and capitalization. They develop an understanding of how language works and use the specialized vocabulary of the English language arts. As well, they develop confidence and skill in sharing and responding to thoughts, ideas, and experiences through informal and formal presentations.

Learning effective strategies for using language with precision, clarity, and artistry is interrelated with learning in the other general outcomes. Students use exploratory language to discover and focus their communication. Literary texts of all kinds provide vicarious experiences and new perspectives that students use for speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Creating and communicating with language enhance collaboration and build community.

4.1 Generate and Focus

Kindergarten

- contribute ideas to focus on a topic
- share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print
- know that ideas expressed in oral language can be drawn and recorded

Grade 1

- contribute ideas from personal experiences for oral, written, and visual texts
- share ideas and experiences using forms [such as pattern stories, illustrations...] for particular audiences
- organize print and pictures to express ideas and tell stories

Grade 2

- generate and contribute ideas on particular topics for oral, written, and visual texts
- use a variety of forms [such as simple reports, illustrations, role-plays of characters and situations, string games...] for particular audiences and purposes
- order ideas to create a beginning, middle, and end in own oral, written, and visual texts

Grade 3

- generate and contribute ideas on particular topics for oral, written, and visual texts using a variety of strategies [such as brainstorming, creating thought webs...]
- use a variety of forms [such as puppet plays, drum dances, readers' theatre, murals, narrative stories...] for particular audiences and purposes
- develop and arrange ideas in own oral, written, and visual texts using organizers [such as story maps, research planners...]

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

Grade 4

- focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames...]
- choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs...] for various audiences and purposes
- determine key ideas and organize appropriate supporting details in own oral, written, and visual texts

Grade 5

- focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources
- choose forms [such as news stories, interviews, reports, diagrams...] appropriate to a variety of audiences and purposes
- use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

Grade 6

- focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources
- select specific forms [such as diaries, narratives, speeches, letters, poetry, mime...] that serve particular audiences and purposes
- adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs...]

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

Grade 7

- consider form and audience when generating ideas and focusing a topic
- select and compose using specific forms [such as character sketches, legends, videos, scripts, stories, advertisements, posters...] that serve various audiences and purposes
- identify and use appropriate organizational patterns [such as key idea and supporting details, cause and effect...] in own oral, written, and visual texts

Grade 8

- experiment with several ways to generate ideas and focus a topic
- compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose
- identify and use a variety of organizational patterns [such as comparison and contrast, rising action, pyramid structure...] in own oral, written, and visual texts; compose effective introductions and conclusions

Grade 9

- use a variety of techniques to generate and select ideas for oral, written, and visual texts
- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts...] to match content, audience, and purpose
- identify and use a variety of organizational patterns [such as problem and solution, flashbacks...] in own oral, written, and visual texts; use effective transitions

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

Grade 10

- synthesize ideas from personal experiences and other sources to focus a topic
- know and use a variety of forms [such as position papers, applications, résumés, cover letters, dramatizations, visual presentations...] to match content, audience, and purpose
- experiment with more than one organizational structure for a chosen form of own oral, written, and visual texts

Grade 11

- generate, evaluate, and select ideas to achieve personal communication purposes, and choose a form appropriate to audience and purpose
- know, use, and adapt a variety of forms [such as essays, debates, commercials...] to match content, audience, and purpose
- use organizational structures and techniques encountered in listening, reading, and viewing experiences to enhance own oral, written, and visual texts

Grade 12

- consider personal needs and topic, purpose, and audience when generating ideas
- demonstrate confidence in using a variety of forms [such as research papers, monologues, résumés, parodies...] appropriate to identified content, audience, and purpose
- understand and evaluate the importance of organizing and reorganizing oral, written, and visual texts to achieve purposes and engage audiences

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.2

Enhance and Improve

Kindergarten

- talk about own and others' creations and stories
- retell ideas to clarify meaning
- form recognizable letters and use letters and directional arrow keys on the keyboard
- describe own drawings and attempts at writing
- use drawings to express ideas, feelings, and information

Grade 1

- demonstrate interest in and suggest enhancements for own and others' work
- rephrase to clarify ideas
- strive for consistency in letter size and shape; print letters legibly from left to right horizontally, using lines on a page as a guide; explore and use the keyboard to produce text
- experiment with words and sentence patterns using specific structures [such as pocket charts, language charts...]
- add captions and detail to own stories and drawings

Grade 2

- share own stories and creations with peers and respond to questions or comments
- add or delete words to make sense
- form letters and words of consistent size and shape; print legibly using correct letter formation and spacing; explore and use the keyboard to compose and revise text
- experiment with words and simple sentence patterns to enhance communication forms [such as stories, reports, letters...]
- combine illustrations and written texts to express ideas, feelings, and information

Grade 3

- identify strengths and areas for enhancement of own writing or creations through sharing with others in various ways [such as author's chair, paired sharing...]
- revise to accommodate new ideas and information
- print and write legibly, developing a personal style; space words consistently on a line and page or on an electronic screen
- select from a range of word choices and use simple sentence patterns to communicate ideas and information
- prepare neat and organized compositions, reports, and charts that engage the audience

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.2

Enhance and Improve**Grade 4**

- share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations
- revise to create an interesting impression and check for sequence of ideas
- write legibly, using a handwriting style that is consistent in alignment, shape, slant, and spacing, and experiment with the use of templates and familiar software when composing and revising
- choose descriptive language and sentence patterns to clarify and enhance ideas
- prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams...] that engage the audience

Grade 5

- participate in developing criteria to respond to oral, written, and visual creations and use the criteria to suggest revisions
- revise for content, organization, and clarity
- write legibly and use word processing when composing and revising
- select words for appropriate connotations and use varied sentence lengths and structures [including compound sentences]
- prepare organized compositions, presentations, reports, and inquiry or research projects using pre-established organizers

Grade 6

- share own stories and creations at appropriate time during revision and use criteria to provide feedback to others and revise own work
- revise to eliminate unnecessary information
- write legibly and at a pace appropriate to context and purpose when composing and revising; select and variety of software design elements [such as spacing, graphics, titles and headings, variety of font sizes and styles] when appropriate
- choose language [including transitional devices] to enhance meaning and emphasis
- prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.2 Enhance and Improve

Grade 7

- appraise own and others' work using appropriate criteria and suggest revisions to own and others' work using a variety of strategies [such as peer editing, checklists...]
- revise to create effective sentences that convey content clearly and generate reader interest
- determine the appropriateness of handwriting or word processing for a particular task when composing and revising; combine print and visuals when desktop publishing
- experiment with figures of speech [such as similes, metaphors, personification...], selecting appropriate words and sentence patterns during revision to enhance clarity and artistry
- prepare compositions, reports, and inquiry or research projects using a variety of organizers [such as titles, subtitles, headings, subtopics, graphic organizers...]

Grade 8

- share own work in a variety of ways; appraise particular aspects [such as word choice, description, language usage, organization, audience appeal...] of own and others' work using pre-established criteria
- revise to enhance meaning and effect according to audience and purpose
- format for legibility and emphasis when composing and revising; enhance the coherence and impact of documents using electronic editing functions [such as cut, paste, copy, insert...]
- experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions
- prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents...]

Grade 9

- share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work
- review previous draft and revise to refine communication and enhance self-expression
- format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals
- experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry
- prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

Grade 10

- share own work in a variety of forums; appraise own work and respond to others' work with constructive, sensitive suggestions
- create dominant impression through sound effects, background music, and sensory details; recognize a variety of communication styles appropriate in both public and personal contexts
- use desktop publishing to adapt, combine, and create documents
- analyze multiple drafts and revise to enhance audience impact and clarity of self-expression
- prepare a final draft with suitable citations [such as footnotes, references...]; use diagrams, charts, sound effects, and demonstrations in presentations; find personally meaningful presentation modes to reflect creative expression

Grade 11

- share own work in a variety of forums; respond to and sensitively appraise own and others' ideas, choices, language use, and forms relative to purpose and audience
- use words that are precise and, when appropriate, concrete; use vivid adjectives and adverbs; experiment with figurative language, analogy, and allusion
- use a combination of technological and non-technological forms to create multimedia presentations and/or documents
- analyze multiple drafts and revise to ensure coherence, emphasis, style, and unity
- use a variety of styles and formats for descriptive, narrative, and expository [including argumentative and persuasive] compositions; use research to support and enhance argumentation or description

Grade 12

- share own work in a variety of forums; respond to, defend, and appraise the effectiveness of own and others' work
- demonstrate control over communication styles for a variety of purposes [such as dramatic effect, personal introduction, formal debate...]; use precise and appropriate language in context
- use a combination of technological and non-technological forms to publish and create multimedia presentations
- synthesize content and style from multiple drafts to ensure unity, emphasis, and coherence
- use logical and persuasive language; incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings, and information

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.3 Attend to Conventions

Kindergarten

- check for completeness of work
- connect sounds with letters in words
- recognize own name, capital letters, and periods

Grade 1

- check for completeness of work and add details
- use sound-symbol relationships and visual memory to spell familiar words
- capitalize the first letters of names, the beginnings of statements, and the pronoun "I"; use periods

Grade 2

- check work for beginning, middle, and end
- spell familiar words using a variety of strategies and resources [such as visual memory, personal dictionaries, classroom charts, help from others...]
- use periods and question marks as end punctuation

Grade 3

- edit for complete sentences
- know and apply conventional spelling patterns using a variety of strategies and resources [such as phonics, structural analysis, junior dictionaries, electronic spell-check functions, visual memory...] when editing and proofreading
- know and use some punctuation conventions [including periods, exclamation marks, and question marks] when editing and proofreading

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

**Grade 4**

- edit for complete sentences and appropriate use of statements, questions, and exclamations
- know and apply spelling conventions using a variety of strategies and resources [such as structural analysis, syllabication, dictionaries...] and spelling patterns when editing and proofreading
- know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading

Grade 5

- edit to eliminate fragments and run-on sentences
- know and apply spelling conventions using a variety of strategies [such as structural analysis, syllabication...] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness
- know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions when editing and proofreading

Grade 6

- edit for subject-verb agreement, appropriate verb tense, and correct pronoun references
- know and apply spelling conventions using appropriate strategies [including structural analysis and syllabication] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns
- know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses when editing and proofreading

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.3 Attend to Conventions

Grade 7

- edit for consistent verb tense and to eliminate unnecessary repetition of words and ideas
- know spelling conventions and apply them to familiar and unfamiliar words [such as technical and scientific terminology, words with foreign derivations...]; use appropriate resources when editing and proofreading
- know and apply capitalization and punctuation conventions in simple, compound, and complex sentences when editing and proofreading

Grade 8

- edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers
- know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading
- know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading

Grade 9

- edit for parallel structure, use of transitional devices, and clarity
- know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading
- know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

Grade 10

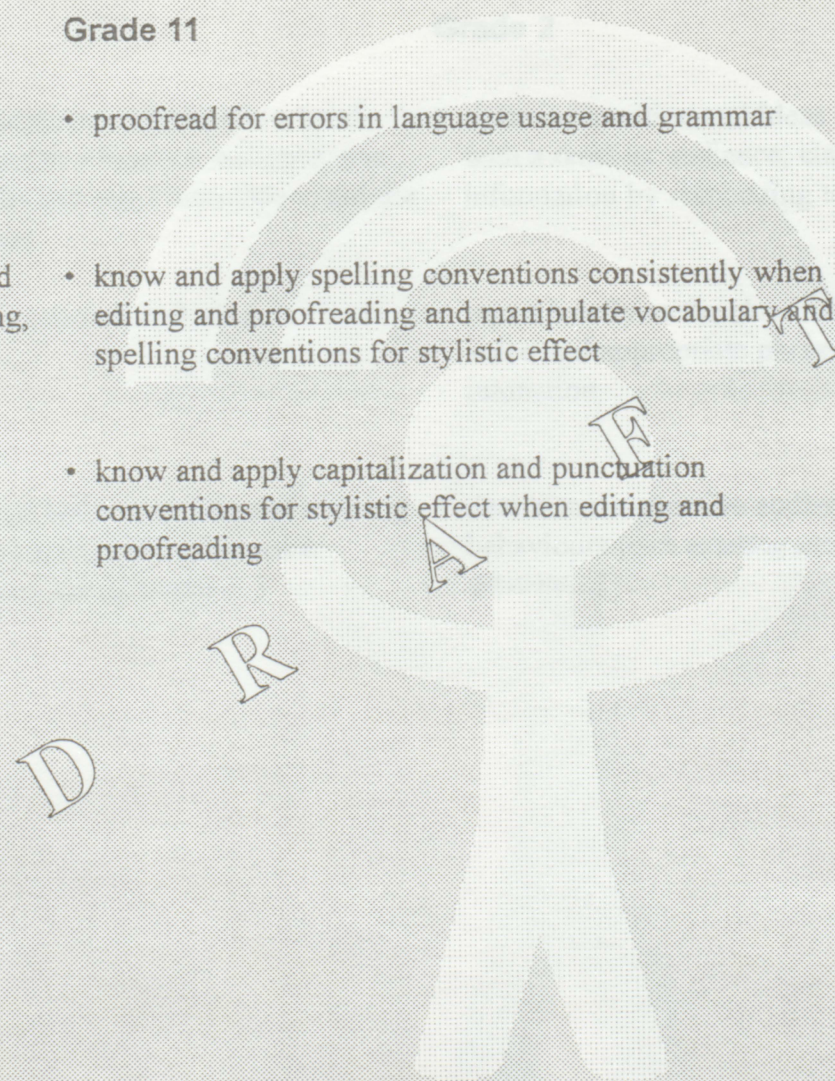
- edit for accurate subordination, appropriate tone and emphasis, and adequate explanation for intended audience and purpose
- know and apply spelling conventions consistently and monitor for correctness when editing and proofreading, using appropriate resources
- know and apply capitalization and punctuation conventions in headings, subheadings, and bibliographies when editing and proofreading

Grade 11

- proofread for errors in language usage and grammar
- know and apply spelling conventions consistently when editing and proofreading and manipulate vocabulary and spelling conventions for stylistic effect
- know and apply capitalization and punctuation conventions for stylistic effect when editing and proofreading

Grade 12

- adjust grammar and syntax to ensure clarity and achieve desired style and form
- know and apply spelling conventions consistently when editing and proofreading and adapt spelling in creative dialogue to reflect speech patterns of characters or for artistic or poetic effect
- know and apply capitalization and punctuation conventions for stylistic effect when editing and proofreading, and use style guides when required



Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.4 Present and Share

Kindergarten

- share information and ideas about a topic of personal interest
- share information and ideas with a group
- demonstrate active listening and viewing behaviours [such as showing attentive facial expression, keeping respectful silence...]

Grade 1

- share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation
- present information and ideas in sentences
- demonstrate active listening and viewing behaviours [such as giving non-verbal encouragement, asking questions...]

Grade 2

- share information and ideas on a topic with a familiar audience; clarify information by responding to questions
- report briefly to the class using a clear voice and appropriate phrasing and intonation
- demonstrate attentive audience behaviours [such as asking relevant questions...]

Grade 3

- present information and ideas on a topic to engage a familiar audience using a pre-established plan; use print and non-print aids to enhance the presentation
- select and use appropriate volume, expression, and non-verbal cues in presentations; use physical stance and gestures to enhance communication
- demonstrate appropriate audience behaviours [such as showing enjoyment and appreciation...]

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.4 Present and Share

Grade 4

- prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience
- describe and explain information and ideas to a particular audience; select and use appropriate volume, intonation, and non-verbal cues
- demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions...]

Grade 5

- prepare and share information on a topic using print, audio-visual, and dramatic forms to engage the audience
- use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange presentation space to focus audience attention
- show respect for the presenter through active listening and viewing behaviours [such as giving polite feedback, responding to the speaker's gestures, showing attentive body language...]

Grade 6

- share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations...]
- use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication
- demonstrate critical listening and viewing behaviours [such as recognizing main idea and details, identifying inference...] and show respect for the presenter [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...]

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.4 Present and Share

Grade 7

- facilitate small-group activities and short, whole-class sessions to share information on a topic using pre-established active learning strategies [such as role-plays, language games, simulations...]
- present short oral presentations and reports using verbal and non-verbal cues [such as diction, pacing, presence, facial expression, gestures...] to focus audience attention; project emotion appropriate to the subject and point of view
- demonstrate critical listening and viewing behaviours [such as evaluating content, quality, presentation delivery...] and show respect for the presenter [such as showing attentiveness, participating in audience activities...]

Grade 8

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods [such as mini-lessons, role-plays, visual aids...]
- explain, share, and present orally using conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations
- demonstrate critical listening and viewing behaviours [such as activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion...] and show respect for the presenter

Grade 9

- plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic
- choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations
- demonstrate critical listening and viewing behaviours [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for the presenter

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

Grade 10

- organize and conduct class sessions on a specific subject using topic-appropriate strategies [such as case studies, dramatizations, multimedia presentations, workshop activities...]
- use voice-production factors and non-verbal cues to communicate meaning, mood, and interest; use tone and tempo for dramatic effect; give prepared talks from notes or memory; participate effectively in interviews; participate in personal and public communication [such as giving speeches, reading poetry...]
- indicate critical listening and viewing behaviours [such as evaluating the presenter's credibility, evaluating information...] and show respect for the presenter [such as adjusting response to style of presentation...]

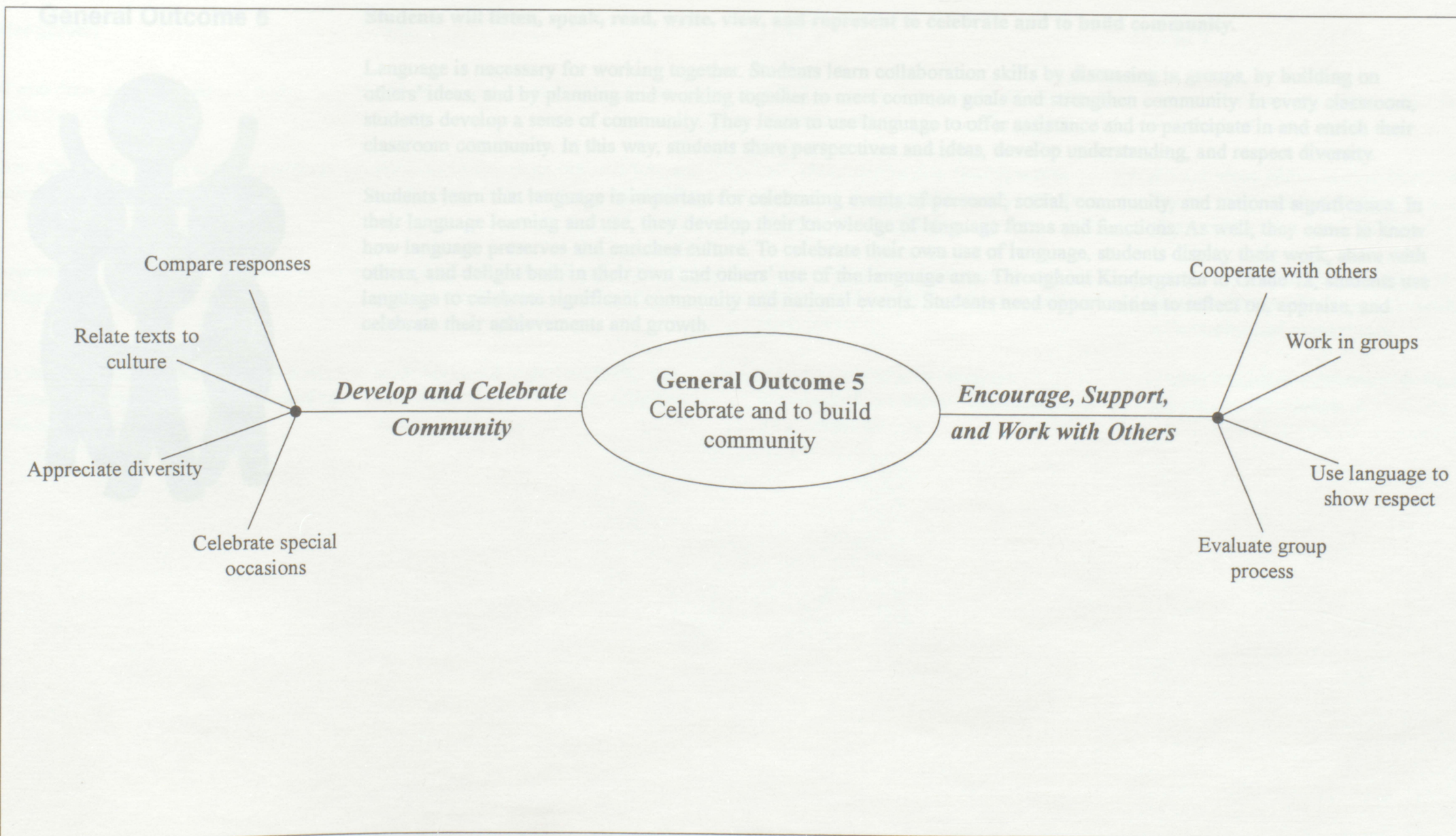
Grade 11

- plan and facilitate seminars and workshops on particular topics using a variety of techniques [such as experiential activities, audio-visual presentations...]; plan for adjustments that may be required during sessions
- communicate meaning, emphasis, mood, and interest effectively; organize and shape language for specific purposes, audiences, and occasions
- indicate critical listening and viewing behaviours [such as recognizing the speaker's bias...] and show respect for the presenter [such as showing awareness of cultural implications...]

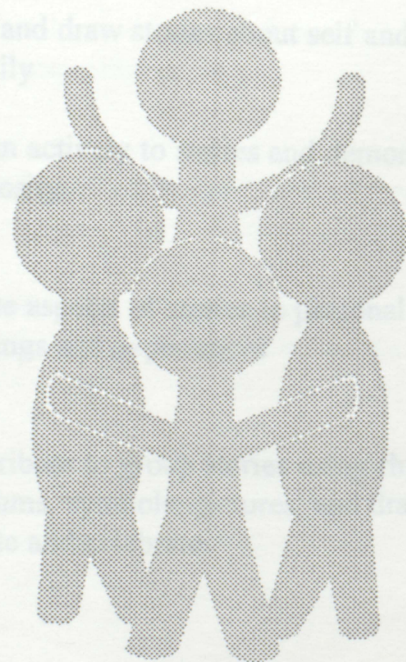
Grade 12

- plan and facilitate interactive workshops, seminars, and other information- and perspective-sharing sessions, and adjust plan and pace according to purpose, topic, and audience
- select, adapt, and shape language and presentation formats appropriate to specific subjects, purposes, audiences, and occasions
- indicate critical understanding of presentation purpose [such as recognizing persuasive techniques, propaganda...] and infer the presenter's motives

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



General Outcome 5



Students will listen, speak, read, write, view, and represent to celebrate and to build community.

Language is necessary for working together. Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals and strengthen community. In every classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In this way, students share perspectives and ideas, develop understanding, and respect diversity.

Students learn that language is important for celebrating events of personal, social, community, and national significance. In their language learning and use, they develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' use of the language arts. Throughout Kindergarten to Grade 12, students use language to celebrate significant community and national events. Students need opportunities to reflect on, appraise, and celebrate their achievements and growth.



5.1 Develop and Celebrate Community

Kindergarten

- tell and draw stories about self and family
- listen actively to stories and demonstrate curiosity
- relate aspects of stories to personal feelings and experiences
- contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate

Grade 1

- tell, draw, and write about self and family
- listen to stories from oral, literary, and media texts from various communities
- relate aspects of stories and characters to personal feelings and experiences
- share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs

Grade 2

- tell, draw, and write about self, family, and community
- talk about similarities among stories from oral, literary, and media texts from various communities
- connect situations portrayed in oral, literary, and media texts to personal experiences
- participate in shared language experiences to celebrate individual and class achievements

Grade 3

- record ideas and experiences and share them with others
- discuss ideas within stories from oral, literary, and media texts from various communities
- connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences
- acknowledge and celebrate individual and class achievements

Students will listen, speak, read, write, view, and represent to celebrate and to build community.



5.1 *Develop and Celebrate Community*

Grade 4

- describe relationships between own and others' ideas and experiences
- explore cultural representations in oral, literary, and media texts from various communities
- connect the insights of individuals in oral, literary, and media texts to personal experiences
- use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom

Grade 5

- acknowledge differing responses to common experiences
- draw on oral, literary, and media texts to explain personal perspectives on cultural representations
- compare individuals and situations portrayed in oral, literary, and media texts to those encountered in real life
- select and use language appropriate in tone and form to recognize and honour people and events

Grade 6

- compare personal ways of responding and thinking with those of others
- incorporate language from oral, literary, and media texts to describe personal perspectives on cultural representations
- observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts
- explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events

Students will listen, speak, read, write, view, and represent to celebrate and to build community.



5.1 *Develop and Celebrate Community*

Grade 7

- demonstrate growing self-confidence when expressing and sharing thoughts, ideas, and feelings
- compare ways in which oral, literary, and media texts from a variety of cultures explore similar ideas
- compare the choices and behaviours of individuals presented in oral, literary, and media texts with personal choices, values, and behaviours
- select and use the language form and style appropriate for specific audiences to celebrate special events and accomplishments

Grade 8

- express personal reactions to a variety of experiences and texts and compare them with the reactions of others
- recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history
- interpret the choices and motives of individuals encountered in oral, literary, and media texts and examine how they relate to self and others
- use appropriate language to participate in public events, occasions, or traditions

Grade 9

- recognize that differing perspectives and unique reactions enrich understanding
- explain ways in which oral, literary, and media texts reflect topics and themes in life
- reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts provide insight into those of self and others
- participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language

Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 *Develop and Celebrate Community*

Grade 10

- recognize and act upon the importance of respecting evidence, truth, and the views of others when discussing, describing, or recording experiences
- recognize and discuss ways in which oral, literary, and media texts reflect cultural and attitudinal influences
- analyze the role of language and oral, literary, and media texts in revealing and explaining the human condition
- participate in using language to mark special events and occasions, recognizing that language performs a symbolic and ceremonial function

Grade 11

- identify situations that require discussion to achieve mutual understanding, and act accordingly
- recognize and discuss the impact of historical setting, culture, and literary tradition on a variety of oral, literary, and media texts
- analyze how language and oral, literary, and media texts define personal roles and experiences in communities
- recognize and use the influence of language to signify the importance of special events that celebrate human experiences

Grade 12

- recognize that communication influences knowledge and personal reflections
- analyze ways in which cultural and social experiences shape personal responses to oral, literary, and media texts
- analyze how language and oral, literary, and media texts reflect and affect the human condition
- analyze how language reflects and shapes human experiences

Students will listen, speak, read, write, view, and represent to celebrate and to build community.



5.2 Encourage, Support, and Work with Others

Kindergarten

- participate in group activities
- demonstrate attentiveness in group activities
- recognize variations in language use at home, on the playground, and in the classroom
- find ways to be helpful to others

Grade 1

- work in partnerships and groups
- take turns sharing information and ideas
- recognize that individuals adjust language use according to the situation
- help others and ask others for help

Grade 2

- work in a variety of partnership and group structures
- contribute related ideas and information in whole-class and small-group activities
- adjust own language use for different situations
- acknowledge achievements of others

Grade 3

- cooperate in small groups
- ask others for their ideas and express interest in their contributions
- show consideration for those whose ideas, abilities, and language use differ from own
- understand how class members help each other

Students will listen, speak, read, write, view, and represent to celebrate and to build community.



5.2 Encourage, Support, and Work with Others

Grade 4

- appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly
- take roles and share responsibilities as a group member
- appreciate variations in language use in a variety of contexts in the immediate community
- show appreciation and offer constructive feedback to peers and seek support from group members

Grade 5

- distinguish between on-task and off-task ideas and behaviours in a group, and stay on task
- assume the responsibilities for various group roles
- demonstrate sensitivity to appropriate language use when communicating orally
- assess group process using checklists, and determine areas for development

Grade 6

- assist group members to maintain focus and complete tasks
- select and assume roles to assist in the achievement of group goals
- demonstrate sensitivity to appropriate language use and tone when communicating orally
- assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process using checklists

Students will listen, speak, read, write, view, and represent to celebrate and to build community.



5.2 *Encourage, Support, and Work with Others*

Grade 7

- contribute to group efforts to reach consensus or conclusions
- present group conclusions or findings to classmates
- respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community
- evaluate group process and personal contributions according to pre-established criteria

Grade 8

- engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony
- organize and complete tasks cooperatively
- demonstrate respect for other people's language, history, and culture
- evaluate the quality of own contributions to group process and set goals and plans for development

Grade 9

- recognize the importance of effective communication in working with others
- plan, organize, and participate in presentations of group findings
- use inclusive language and actions that support people across races, cultures, genders, ages, and abilities
- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.2 *Encourage, Support, and Work with Others*

Grade 10

- make and encourage contributions that advance a group's ideas or thinking
- present group ideas and findings effectively to unfamiliar audiences
- use communication that supports balanced, fair, and accurate portrayals of people across races, cultures, genders, ages, and abilities
- identify areas where others may require support and monitor own ability to provide needed support

Grade 11

- build and maintain cooperative relationships with others; engage in peer coaching
- evaluate the need for individual or small-group focus by assuming or assigning subtasks
- support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives
- monitor and assess personal efforts and products regularly within a group context

Grade 12

- demonstrate flexibility in working with others; engage in self-initiated peer learning situations and recognize the merits and limitations of group work
- demonstrate facility in functioning as both a group member and a group leader
- recognize and monitor personal role in creating and sustaining a positive learning community
- demonstrate accountability as an individual and as a group member

Students will listen, speak, read, write, view, and represent to celebrate and to build community.

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